The Church School Teacher

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THE CHURCH SCHOOL TEACHER

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COVER:

TTT School at Meriden, Connecticut.

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The Church School Teacher

Vol. XX JUNE 1951 - No. 6

From Your Director

By PASTOR L. H. WESTBERG
Augustana Lutheran Church

THE COVER on this issue is a photograph taken at an Augustana TTT School for Demonstration Teachers held at Meriden, Conn. The purpose of the school was to train teachers so they, in turn, could return to their local areas and train other teachers. Approximately twenty-five such leaders attended the Meriden school. Similar schools are being held throughout the country.

TTT Program

The TTT, Teacher Teach Teacher, is a simple but effective method to train teachers. The leaders come together Friday evening and all day Saturday, to do the following:

To Learn to Teach Other Teachers

1. *how to prepare Sunday school lessons.*

2. *how to teach Sunday school lessons.*

These two purposes are accomplished through demonstration, using actual lesson materials and using children in real class situations.

The participating teachers actually prepare a Sunday school lesson under the direction of our staff instructors. They then see it taught to Sunday school children. Following the demonstration, opportunity is given the teachers for questions and discussion. Every activity of the demonstration school is for the purpose of helping the participating teachers to do the same kind of teaching in the local areas.

Uses Filmstrips

In addition to these demonstrations the participants are introduced to the Leadership Education Audio-visuals, filmstrips and phonograph records produced under the Division of Christian Educa-

tion, National Council of Christian Churches in the U.S. The filmstrips selected have a definite connection to the two objectives of the Demonstration Teachers' School: 1. *To teach teachers how to prepare their lessons.* 2. *To teach teachers how to teach lessons.*

Bible Study

A doctrinal Bible study on the first three desired outcomes of the *Christian Growth Series* rounds out the program of growth in the desired outcomes: 1. Fellowship with God. 2. Christian Faith. 3. Christian Living.

The Fall Parish Education Month Program

Your pastor and Sunday school superintendent, if they have not already received them, will soon receive samples of the 1951 Parish Education Month tracts. These are the work of the Lutheran Intersynodical Committee on Parish Education. (See April cover of THE CHURCH SCHOOL TEACHER.) Your order for tracts should be sent early to insure prompt delivery.

There are four tracts, written for general distribution at the church services. There is also a recognition folder to be presented to each teacher.

A Special Opportunity

Parish Education Month is a special opportunity to educate your congregation in the work of the church school. This education is needed. Most congregation members know that their church has a school, but not all sense either the needs or the opportunities of the school's program.

Where the pastor, the church council, and the church school staff carry on a definite program to keep the congregation informed, there you find good buildings, adequate equipment, and a full staff of able teachers. And there the children of the church are growing in fellowship with their Saviour.

Make your preparations early for Parish Education Month.

Last Issue

This will be our last issue until September. Until then — happy summer days!

Parish Education Month Materials will be available early in the summer. Get your supply before vacation time.

Direct from the Director

By PASTOR R. A. VOGELEY
American Lutheran Church

THE reactions to the Sunday school's 1951 project of contributing $55,555 for a package mission have been most encouraging The appeal of the package mission has been presented most widely. We hope that your Sunday school has sent in its first remittance. We hope that sufficient funds will be on hand by June so that definite indication can be given as to the success of the project so that work may begin in some area to be designated as the location for the Sunday school package. Complete information comes to pastors and superintendents on this project. The poster, tract, special envelopes and "Talks" are available upon request, in case you have not received your copies.

Parish Education Month

Careful plans should be made this summer so that your school can take fullest advantage of the Fall Parish Education promotion with the theme, "Teach My People." Our opportunities are increasing. There are more of our own people to teach, there are more unchurched children and adults to reach and teach. The Church still works under the Great Commission. Our Lord still says, "Go, make disciples, baptizing them, teaching them to observe all that I have commanded you."

One More Reminder

In the May issue of THE CHURCH SCHOOL TEACHER I listed the schedule of the District Institutes. Here they are again, just as a reminder:

Texas: June 3-8.
Illinois: June 23-29.
Wisconsin: July 8-13.
Central: July 17-20, Colorado.
July 23-25, Nebraska.
Tri-District: July 22-27.
Iowa: August 4-7, Waverly.
August 12-14, LeMars.
Minnesota: August 12-17.
Canada: Indefinite at present.

"The Church School is the Congregation At Study"

Helps for Teachers of Adults

International Lesson Series, July, August and September

By C. E. LINDER

Editor-in-chief, Church School Literature
American Lutheran Church

BEFORE we undertake to teach the third quarter of the International Sunday School Lessons we owe it to ourselves and our class to preview them carefully.

As we do so we notice immediately that this is the quarter in 1951 during which we shall have a series of lessons on Christian living. Christian knowledge and faith must issue in Christian living. They are not a treasure which we can lock up in our heart and mind. They must be put to use in our everyday living else they will lose their vitality and worth. The lessons we have had thus far this year have had as their purpose to increase our Christian knowledge and faith. It is therefore very much in order that we now have a series of lessons that will direct this increased knowledge and faith toward Christian living in a specific area of living.

The Topic Controls

In the very nature of the case these will be topical lessons. There will be a general theme for the whole quarter and each lesson will be given to the study of a specific aspect of the general subject. The topic of the lesson is therefore the guiding and controlling principle. The topic will control the selection of the lesson text and the memory verse. It will also control the entire development of the lesson. The topic is in fact a statement of the aim of the lesson. The teacher will therefore need to pay close attention to the topic of the lesson.

Start with a Problem

These lessons are not a book-of-the-Bible study as the first quarter lessons were. Nor are they an historical study as were the lessons of the second quarter. Here we take up a topic related to the general subject of the quarter and as we discuss it we turn to the Bible text to discover what the Scriptures have to say. Instead of starting with a Scripture text and applying it to living, we start with

Turn to page 30

Helps for Teachers of Beginners

Christian Growth Series, Beginners II, Fourth Quarter

By MARIE SHUPE

Board of Parish Education, American Lutheran Church

YOU are approaching not only the last quarter of the Sunday church school year, but also the last quarter of the two year cycle of the *Christian Growth Series* in your department. Some of these boys and girls have been in your department for the past two years. With this quarter they will have completed the course. It might be well at this time to look back to an overall picture of the course, and the units that make up the course, with this question in mind: "How adequate is this material to help me do the job I am trying to do?"

But first, another question comes to mind: "What is the job that teachers of four- and five-year-olds are trying to do in the Sunday church schools?" It is not simply teaching so many lessons, or so many Bible stories. It is not merely teaching boys and girls. Rather it is guiding the Christian living and the Christian growth of these boys and girls through the media of Bible stories, Bible truths, and related activities. In one short hour on Sunday morning you are trying to equip them with guidelines to direct them in their day by day living throughout the week. To do this you need, among other things, good tools. A very important tool is the lesson material you use.

Have you looked recently at *Christian Growth Series* material for the Beginners, not as a quarter, not week by week as you prepare to teach it, but as a whole? Let us look at it together, unit by unit, across the board.

YEAR I

We Come to Learn About Jesus
Jesus Helps Us to Be Thankful
God's Great Gift
God's Book
Jesus and His Friends
God's Children Go to Church
God's Family
God's World
Living as God's Child at Home
We Say Our Prayers

YEAR II

Bible Stories About God's Friends

Thanking God for Friendly Helpers
Bible Stories for Christmas
God Speaks to Us
Bible Homes
Jesus, the Children's Friend
Helping Jesus Where We Live
A Bible Boy
God Cares for Us
Growing for Jesus

It is evident at a glance that much thought has gone into the planning of this outline. It includes, on kindergarten level, many of the great Bible truths on which our pattern of Christian behavior is based. When you examine the several lessons in each unit, you see that each has been carefully selected to bring out some certain phase of this pattern. And over and under it all is the intention to point up clearly and consistently the way of salvation through Jesus Christ.

Fourth Quarter

This last quarter of lessons consists of two units. UNIT A, GOD CARES FOR US, is built around the wise providence of God in giving us the things we need for daily living. Through eight lessons of Bible stories and "Here and Now" experiences, the children are led to an understanding and an appreciation of the beauty and wonder of our world and to trace these things to God, the Creator of it all. UNIT B, GROWING FOR JESUS, aims to help the children see the pattern of growth in the life of Jesus: physical, mental, social, and spiritual growth, and to recognize in it a norm by which to measure their own growth.

This is going to be an interesting quarter of lessons for both teachers and pupils. Each leaflet contains the Bible story, simply written, on which the lesson for the week is based. This is a challenge to teachers to work for more parental cooperation, to encourage parents to read and talk about the story at home. The Teacher's Guide, with its session plans, and teaching and activity suggestions, seems quite adequate as a tool with which to carry out the lesson aims.

Supplementary Materials

We get best results from any tool when we use it as it is intended to be used. Three things might be listed as being very important supplementary materials to use with this course.

1. *The Bible*

Even though the children in the department cannot read, it is important to use the Bible with every

lesson. Use it during the worship service. Use it in its association with the lesson stories. Use it in connection with memory verses. Use it whenever the opportunity arises to help a child form the right attitude toward it as a Book.

2. *Music*

Children respond readily to music, and most of them like to sing at this age. Care should be used in the selection of songs, and discretion in the amount of time devoted to singing. The songs should be simple in both words and melody, and at the same time they should be worthwhile. A good rule is to *teach* songs during the activity period, and *use* them during the worship period.

3. *Pictures*

In addition to the pictures in the Pupil's Leaflets, many others will be found useful to illustrate or recall an incident, to arouse a new interest or revive an old one, and to aid your teaching in various ways. At least one beautiful framed picture should be the property of the department to use at the worship center. Not too many pictures should be in evidence at one time, but it is well to change them from time to time.

METHODS

Much has been said about methods of teaching. There is no *one* teaching method, nor is there any teaching without some method. Yet there are methods *and* methods, good and bad. A certain method may be good in one instance and bad in another; good with one group and bad with another. The method by which a teacher can best attain the goal she has set for herself is a good method for her. Let us consider some teaching methods as they are usually classified and as they are applicable in the Beginners Department.

a. The Telling Method

With younger children storytelling is usually very effective. No one should attempt to teach in the kindergarten department who is not willing to spend the time and effort to become a good storyteller. It means preparation, practice, and real work for those who do not have natural ability in this line, but anyone who has the other qualifications for teaching can learn to tell stories. A deadpan expression and a voice that is monotonous in both tone and tempo will spoil even the best story and fail to hold the interest of the listeners.

b. The Showing Method

"Let me see!" That sounds fam-

iliar, does it not? That is what little children have long been saying, but for too long we went glibly along trying to get them to sit still and listen while we talked. Yet all the time their education outside the church was largely visual. Today we are aware of the many opportunities offered through the showing method. In the kindergarten department projected visuals have a very limited use, but flat pictures, line drawings, objects, models, built-up scenes such as posters, sand tables, flannelgraph, and the like, offer unlimited possibilities. Give the four- and five-year-old a chance to *see*. In Lessons 2 and 10 much use is made of flat pictures. The sprouted seeds in Lesson 3 and the visiting baby in Lesson 9 are examples of objects as visual aids.

c. The Exchange of Ideas Method

With older children and adults this is called discussion. In the kindergarten it is more correctly called conversation or just plain talking. Only let us be sure the teacher does not do all the talking. Through questions and answers, and by showing a genuine interest in what a child wants to say as he shares his experiences with the group, a lesson is not only made more meaningful at the time, but it is retained longer. To be able to draw out the timid child and at the same time to tactfully hold back the too aggressive child is an art that teachers must cultivate.

d. The Role Playing Method

This is such a natural form of expression in young children that teachers should make good use of it. A child who is David or the bear or one of the sheep will remember the story in Lesson 5 much longer than the child who merely hears about them. This method also affords relaxation and fun for a group. Keep your dramatizations spontaneous and natural, and do not aim for a finished production if you would get the best results. Lessons 5, 7, and 8 contain suggestions for dramatization.

e. The Doing Method Lesson Centered

Drawing, coloring, pasting pictures, making something, and other types of doing can be valuable teaching procedures in a Sunday school class. They *can* be, but sometimes they are little more than a technique for keeping children busy and interested. Any kind of handwork, to be a teaching aid for a lesson, must be related *to*

that lesson. Lessons 1, 6, and 11 make use of free drawing, and a poster is suggested for Lesson 4. A service project, such as is described in Lessons 12 and 13, is another type of doing.

These, then, are some of the methods for using your teaching tools. Let us never lose sight of the fact, however, that good lesson material and good teaching methods, important as they are, are not enough. Consecrated Christian teachers to use these materials and methods are still the prime assurance that our boys and girls will get the best guidance that our church schools can give them in their Christian living and their Christian growth. They teach, not only by what they say and do, but by what they are.

Helps for Primary Teachers

Christian Growth Series, Primary I, Fourth Quarter

By ERNESTINE SANDEN
Assistant to Director of Parish Education, Augustana Lutheran Church

UNIT A
BIBLE STORIES ABOUT GOD'S HELPERS
Lessons 1-7
UNIT B
WORLD CHILDREN FOR JESUS
Lessons 8-13

I. Pray for God's guidance in your planning. Without His Holy Spirit to guide us we become "sounding brass, or a clanging cymbal."

II. Study the Biblical Basis for each lesson. The power is in the Word! Make the Bible references included in the material your personal devotions while planning these units. Seek help from your pastor and reliable Bible commentaries. You will receive power and understanding!

AIMS

III. Define the aims of each unit and for each lesson within each unit. These form a simple outline for the quarter as follows:

Aim for Unit A

To acquaint the children with the facts of Bible stories which develop an attitude of helpfulness and to provide opportunity for expressing Christian helpfulness.

Lesson Aims

Lesson 1

Using the Bible story of Jacob and Esau, Genesis 33:1-16, encourage the children to desire to be God's helpers and to seek His forgiveness and help to forgive others.

Lesson 2

Using the Bible story of Moses' rescue, Exodus 2:1-10, help the children to understand that God uses people everywhere to work for Him and that He makes His helpers kind and friendly.

Lesson 3

Using the Bible story of Joshua's good choice, Joshua 24: 1-2, 14-16, lead the children to ask for and accept God's guidance in their choices that they may as God's true helpers set a good example for others.

Lesson 4

Using the Bible story of Solomon's prayer, 1 Kings 3:5-15, lead the children to feel their need of God's guidance and that it can be received through prayer in Jesus' name.

Lesson 5

Using the Bible story of the prophet Amos, the Book of Amos, lead the children to know that God's helpers are both hearers and doers of God's Word.

Lesson 6

Using the Bible story of the prophet, Daniel 1:1-21, lead the children to know that keeping the rules of health is also being God's helper, and thus increase their appreciation of the providence of God.

Lesson 7

Using the Bible story of Gideon, Judges 7:1-9, lead the children to know that God makes His helpers thoughtful and careful in their dealings with others.

Aim for Unit B

With the facts of the Bible stories develop the true missionary spirit of Jesus in the children and provide opportunities to express that spirit.

Lesson Aims

Lesson 8

Using the Bible story of Philip bringing Nathanael to Jesus, John 1:43-46, develop the desire to help their friends to know about Jesus and to bring them to Jesus through their church. Put this desire into action.

Lesson 9

Using the Bible story of Moses calling the people together to hear God's Word, Deuteronomy 31: 9-13, develop the desire to invite and bring their own families and neighbors to the church to hear

God's Word. Put this desire into action.

Lesson 10

Using the Bible story of the missionary work of St. Paul, Galatians 3:26-28, lead the children to know that God loves the people of all nations. Develop the desire to bring all the children of our land to Jesus, American Missions. Put this desire into action.

Lesson 11

Using the Bible story of Paul's missionary work in Athens, Acts 17:17-34, develop the desire to bring all the children of the world to Jesus. Put this desire into action.

Lesson 12

Using the Bible story of the Good Samaritan, Luke 10:30-37, develop the desire to help those who are in need. Put this desire into action.

Lesson 13

Using the Bible story of the friendship of David and Jonathan, 1 Samuel 18:1-15, develop the desire to show Christian friendship by helping each other in love. Put this desire into action.

IV. Worship Plans

1. Prepare large manuscript charts of the unfamiliar songs for each unit. At least two-inch letters. Fasten these sheets to a yardstick so they can be hung on a chart stand or over the top of a display screen, and the pages can be turned at will. More songs can be learned in this way because the third graders make very good song leaders when they can read the words from a printed chart. Newsprint or wrapping paper serve well for these charts.

2. Large pictures for most of the Bible stories in these units can be found in the Old and New Testament Roll Charts, available at your publishers. Cut these out and mount them on heavy cardboard. Keep all the pictures on display after each is introduced until the end of the unit.

3. The Bible verse should be printed in manuscript on separate cards and displayed with the large pictures mentioned above. This helps much in the retention of the verses, and makes a simple review possible each Sunday.

V. Application Activities

Unit A. A large class scrapbook is suggested entitled "God's Helpers." Make one for each class in the department. They should have seven pages, one for each lesson, plus a cover. Make these scrapbooks from light cardboard or heavy wrapping paper at least

18x22 inches. See "Activities" in each lesson for suggested material for each lesson page. Let the children make some suggestions. Sometimes their ideas are better than ours, but keep the emphasis on application to life of the Bible truth learned. A prayer asking for God's guidance and help to be His helper should be composed by the children each Sunday, written by the teacher, used as a closing prayer, and placed in the scrapbook. Each teacher should find the pictures needed to help in this activity from old leaflet covers and magazines.

Unit B. A departmental unit activity can be carried out effectively by the departmental leader with the help of each teacher. Place a large map of the world, either commercial or handmade, on a large bulletin board, screen, or wall space. Prepare the title, "World Children for Jesus," and place over the map. Each Sunday the department leader will add pictures in the space around the map which illustrate the lesson for the day and connect them to small churches placed in the correct areas on the map using red cord or ribbon. A correlated activity should be carried out in each class and a departmental mission offering box passed each Sunday for a special mission cause. The following are suggestions for each lesson in the unit:

Lesson 8. Bringing our friends to Jesus. Use magazine pictures of children. Correlate suggestion 1 in "Additional Suggestions, Teacher's Guide, page 39.

Lesson 9. Bringing our neighbors to Jesus. Use magazine pictures of family groups and connect them to the same small church as used in Lesson 8. Correlate activities 1 and 2, Teacher's Guide, page 43, and possibly Additional Suggestion 1.

Lesson 10. Bringing our country to Jesus. Use pictures of children of the different racial groups found in our land and connect them with small churches in various parts of the U.S.A. Be sure to include the little church already used for two lessons. Correlate with this an invitation to a child who does not attend a church. Perhaps there are children of another racial group who could be invited.

Lesson 11. Bringing the children of other lands to Jesus. Use pictures of children of other lands an connect them with churches placed in all parts of the world where our church has mission

work. Pictures can be found in magazines, coloring books, and in various sets such as "Around the World," a series of five sets of eight colored pictures each at $1.00 a set, available from Women's Missionary Society Headquarters. The flannelgraph, "Foreign Children," is very usable in this activity. Correlate with this lesson stories and pictures of the actual mission work done by our church in these foreign lands. Find them in the missionary publications of the church.

Lesson 12. Helping those in need. How does our church help those who are in need? Place on the map of the world in the various places where our church carries on works of mercy, buildings cut from paper with one of the following phrases printed on each, "Children's Home," "Home for the Aged," "Hospital." Try to be accurate in regard to this. Correlate with this plans in each class to actually be of help and cheer to needy ones near at hand, children, aged, and sick.

Lesson 13. Making new friends for Jesus by showing them His love. Review all the map projects with its pictures, the Bible stories, and the Bible memory verses bringing out the thought that through all this we are making friends for Jesus by showing others His love.

A Prayer Thought

A saddening thought is the fact that many of the primary children of our churches will miss these two units which are so rich in Christian teaching. Why? Because the adult members of the congregations feel such a great need for a *vacation* from the work that should be their highest joy to do. Can we not change that condition? Could not a summer staff be arranged? Pray about it!

Helps for Teachers of Juniors

Christian Growth Series, Junior I, Fourth Quarter

By ELLA M. OSTEN

Board of Parish Education, American Lutheran Church

THE lessons for this quarter deal with the experiences of juniors as growing citizens of their country, as worthy members of their homes, as good neighbors in their communities, and as alert

students in school." So reads the introductory sentence from "A Word to the Teacher" in this quarter's Teacher's Guide. It is well to remember that these lessons will be taught during the summer months, vacation time. We will want to choose a variety of method, and make our sessions interesting for our juniors. How important then that the teacher study the material provided and plan carefully.

Bibles Used

Perhaps when you look at the title and read, "Where We Live," your first thought will be "What, no Bible stories?" Do look at the lessons. Notice that they are divided into five units. Look at the material. One of the aims for the quarter reads: "To have the junior gain skill in putting Christian principles to work." Yes, there will be need for much discussion. The junior will need to use his Bible to find out what God has to say about living in our country, living in our family, knowing our neighborhood, and our responsibility in building a better one, and finally our attitude as far as school is concerned.

Note especially the introductory chapter to each unit. Here are given suggestions for teaching the lessons, activities are listed, plans and materials for the worship period offered, and other helpful material given. The teacher who reads these pages carefully, and then plans to answer the needs of her local situation, will enjoy a pleasant and profitable series of lessons with her juniors.

Fourteen Sundays

One thing concerning the schedule needs to be noted. This quarter has fourteen Sundays. If you use the last Sunday in September for a special Rally Day program, that will take care of the extra Sunday. Or a special review of the units could be planned using some of the material the juniors have worked out.

The first unit, "Living in Our Country," will be studied during July. Independence Day in the United States and Dominion Day in Canada will provide a fine motivation. The Christian flag should be used with the flag of your country. A brief explanation of what the flags stand for should be included in the teaching material. The Ten Commandments are to be reviewed as good rules for happy living. Pupils should be encouraged to select those Commandments which they do not know and work on those. Fourth

graders may not know all the Commandments, and the teacher of this group will need to plan what memory materials will be used.

Each child in the department should have his Bible as well as his study book. The lessons are so arranged that the pupil needs to consult his Bible to find the solution to the questions raised. Here again the wise teacher will select the portions of Scripture the fourth graders can use best.

Unit B is entitled "Living in Our Homes." Please note the suggestions in the chapter introducing this unit. New activities are suggested, and materials for the worship services in the Sunday school are provided. Dividing the quarter's work into these units, providing new activities, changing the schedule of the session, will all help to keep up interest and secure the cooperation of the children. It might be wise to visit the homes or send a letter to the parents informing them of the aims of this unit.

Invite Parents

Parents could be invited for the last Sunday's session of this unit, and the play used which is given in the pupil's book. It would be well to have on hand some devotional helps for family worship in the homes. Pupils should be encouraged to work out several services. They could work in groups during the week, those living near to each other forming a group. The juniors have much free time during the week. Here would be opportunity for an extra informal teaching session during the week to complete some of the activities for which there normally is no time in the Sunday session.

Such activities might include making a large chart of the Lord's Prayer and one of the Apostles' Creed. These charts could then be used in the department when studying and using these. There is space in the pupil's book for writing the Lord's Prayer. Having the large chart would help with the spelling of difficult words, arrangement, and the study of the selection.

Unit C provides two lessons on "Living in Our Neighborhood." Here again a choice of materials will have to be made by those teaching the fourth graders. For memory work several verses from 1 Corinthians 13 could be selected by them. Each pupil could select as many verses as he thinks he can memorize well.

Unit D is entitled "Living

Awhile at School." The juniors are now beginning a new school year. Here is a fine opportunity to help them develop attitudes of willingness and helpfulness at school as well as appreciation of what is provided, respect and kindness toward the teachers, and a personal responsibility for doing one's best. The fact that the Bible has something to say to us about our attitudes in this respect will make a great impression on the junior and one which will not be easily forgotten. The enthusiastic Sunday school teacher will not only try to develop these attitudes in her pupils, but will encourage them to feel a personal responsibility in helping their classmates to develop proper attitudes also. Yes, this should prove to be an interesting and profitable quarter as we guide our juniors into the challenging experiences of living the Christian way in country, neighborhood, home, and school.

Aim well, prepare thoroughly, choose wisely, pray constantly, greet your pupils enthusiastically, then both teacher and pupils will grow in knowledge and in Christian living for His blessing never fails.

Helps for Teachers of Intermediates

Christian Growth Series, Intermediate I, Fourth Quarter

By ERNESTINE SANDEN
Assistant to Director of Parish Education, Augustana Lutheran Church

THIS BIBLE OF MINE
UNIT A
THE LIFE AND TIMES OF GOD'S PEOPLE
Lessons 1-9
UNIT B
THE POETRY OF THE BIBLE
Lessons 10-13

I. Pray for the guidance of God's Holy Spirit in planning this quarter's work! A great responsibility is ours. As teachers we must love and live this Word which we profess. Much more is caught than is taught in all our work with intermediates. Only God can make it possible for us to so live. Pray for the guidance of God's Holy Spirit.

II. Study the *Biblical Basis* for each lesson. Make it part of your plan for daily devotions. It will

surprise you how much understanding will be given you to carry your teaching each Sunday. Without a study of the Word we are the blind leading the blind, and our teaching is worse than none. Find the *Biblical Basis* for each lesson in the Teacher's Guide.

III. Define the aim for each unit of study at the beginning of the quarter. This will form a simple outline for the quarter.

Aim for Unit A and Unit B: To help the intermediates become familiar with the Bible as a book, and to grow in appreciation of the Bible through a study of its composition, the life and customs of the Hebrew people, their homeland, their worship of God, and their relationship with world neighbors during the development of the Bible. (See the aims as stated for each lesson in the Teacher's Guide.)

IV. What background do the intermediates have for this study?

Let us not underestimate. If the *Christian Growth* material has been used throughout their church school life they have had the following units:

"God's Book." Beginner I, Second Quarter, Unit A.

"God Speaks to Us." Beginner II, Second Quarter, Unit A.

"What's in the Bible?" Primary I, First Quarter, Unit A.

"The Everyday Life of Bible People." Primary II, First Quarter, Unit A.

"Using the Bible." Primary III, First Quarter, Unit A.

In the Junior Department they have studied both the Old and New Testament in a very practical way, always using the Bible in their study. See the folder "The Christian Growth Series at a Glance" to note the Junior units.

Note also the background in the Intermediate Department because the eighth and ninth graders have had one and two years of that work.

In those localities where weekday church school classes, released time, are held the seventh grade material is a concentrated study of both the Old and New Testament called "Knowing Our Bible" by John Hiltner.

V. How shall we teachers get the background to teach these units?

It may be surprising to some that the intermediates may have a better background to study these units than we have to lead them. Therefore the following is imperative:

1. Do a thorough study of the *Biblical Basis* for each lesson.

2. Study all the background material which the pupils have already had as mentioned above. Your church school supply cupboard should yield these materials.

3. Study the background material in the Teacher's Guide.

4. Secure and use the helpful books listed on page 6 of the Teacher's Guide. Halley's "Pocket Bible Handbook" would be a valuable addition to this list.

5. Secure the pictures, filmstrips, or movies suggested in this article and preview them at a departmental meeting.

VI. How shall we guide this study so it will not be old stuff, and therefore boring to our intermediates?

1. Prepare ourselves to lead the group in a vital Bible study centering around "Information from the Bible," and "For Memory's Storehouse," both the *expected* and the *additional*. Use this as an opening for the period each Sunday. Make it living and real with application to our lives and times. Make it short so that even the most restless can give his full attention during the brief time.

2. Plan interesting and effective activities for each lesson.

Lesson 1. "We Examine the Bible."

Shall we start the quarter with a bang by arranging so the whole department can meet together to enjoy one of the following:

The Book for the World of Tomorrow, a 28-minute sound film produced by the American Bible Society, 450 Park Ave., New York 22, N.Y.

The Story of the Bible, a filmstrip with leader's guide produced by the Pilgrim Press.

The Story of the Bible in Pictures. Set I. *What Lies Back of Our English Bible?* 45 colored slides produced by the Methodist Church.

The Bible in Many Languages, a set of 22 posters available from the American Bible Society at $1.00, a set.

Lesson 2. Whose Book Was It First?

Using a large world map present the wanderings of the Jewish people from Eden to modern times. What is happening to the Jewish nation today? Several pupils could be given assignments to prepare and present under the guidance of the teacher. Pictures could be placed in the map to illustrate each happening as the travelog progresses. These could be made by

the pupils or found in leftover Beginner or Primary Lesson leaflets. See the map on page 13 of the Study Book and the information in the Teacher's Guide, pages 14-15.

Lesson 3. "How Was the Old Testament Collected?"

A large chart similar to the one on page 16 of the Study Book could be prepared and its four divisions presented by four pupils giving interesting facts about the origin of each of the books. For source material see Halley's "Handbook of the Bible" and "Knowing Our Bible" by Hiltner.

Lesson 4. "How Did the Hebrews Live?"

Lesson 5. "How Did the Hebrews Learn?"

Lesson 6. "How Did the Hebrews Worship?"

A filmstrip set called *Two Thousand Years Ago Series* treating these subjects, *The Home, The Day's Work, The School, The Traveler,* and *The Synagogue,* is available and could be used during these three sessions.

For Lesson 6 a model tabernacle could be made and used in describing the Hebrew worship. The Vacation Church School Series, Junior I, *The Israelites Make A Long Journey* by Ruth Bonander Benson, has a plan for making such a model. A commercial model can be purchased from your publishing house at $1.25.

Lesson 7. "Great Days for Hebrew Worshipers."

Describe the origin of the great feast days, the Passover, Feast of Unleavened Bread, Harvest Festival, Feast of Ingathering, Pentecost, Feast of the Tabernacles, and Day of Atonement, by using "Information from the Bible," Study Book, page 34.

A worship service for the Harvest Festival could be prepared for the whole department by one of the classes. A plan for such a worship is found in the Teacher's Guide for Primary II, First Quarter, Lesson 7.

Lesson 8. "The Layout of Bible Lands."

One of the classes and their teacher could prepare to answer the questions on page 39 of the Study Book by making a large map of the Near East showing Palestine and its bordering lands and seas. Put into the map the chief physical features, mountains, lakes, rivers, and seas with the political divisions and chief cities in each. The map could be used to present the following topics:

1. *Palestine.* Location, size compared with your state, physical features, political divisions and cities.
2. The climate.
3. Crops and products.
4. Occupations.
5. Home life.

Lesson 9. The Outside World.

Base a study of the relationship of the Hebrews to Egypt and Babylonia on the Bible references in "Information from the Bible" Study Book, page 15. Bring out the difference between the religion from God of the Hebrews and that of these other nations. Beware of bringing the men led by God such as Abraham, Moses, and Jeremiah down to the level of the leaders of heathen religions. Our faith is a gift of God. All other religions try by human efforts and devices to lift themselves toward a supreme being. Our God reveals himself through His Word, and it is therefore recommended that the teacher center this lesson in the Bible study.

Unit B

The Poetry of the Bible

Lessons 10-13

Introduce each of these lessons as briefly as possible with the suggested material for the opening of the study. Spend most of the time enjoying the references from the Bible given as examples of each of the poetic forms. Unison reading can be very enjoyable for both class and teacher especially in Lessons 10 and 12. If it is possible in your classroom situation take your group out on the church lawn or to a near-by park to do this reading.

The Book of Job, Lesson 11, cannot be read in class, but the summary found in the Study Book can be effectively climaxed by the unison reading of Job 19:25-27. The Christian attitude of victory through Christ over all problems, suffering, and even death should be discussed and made vital here. If the sound film *Beyond Our Horizon* could be shown in your church about this time it would add a modern touch to the discussion, and help to a better understanding of the relationship of the will of God to our prayers.

In Lesson 13, Proverbs is rightly given a greater emphasis than Ecclesiastes or the Song of Solomon. It would be interesting to assign the proverbs listed on page 65 of the Study Book to various pupils with the idea that each should prepare to apply his proverb to the life of young people today.

Helps for Teachers of Seniors

Christian Growth Series, Senior I, Fourth Quarter

By L. H. WESTBERG
Director of Parish Education, Augustana Lutheran Church

WITH this quarter ends the Senior Course I. The year's work has dealt with these general subjects: 1. First Quarter, *Managing Ourselves.* 2. Second Quarter, *What's Wrong and How Right It.* 3. Third Quarter, *Youth's World.* If you have been teaching during the current year you know how senior-minded were these quarters. And now comes the climactic close—in reality, a commencement—Fourth Quarter, *The Christian's Growth.*

Get the Feel of the Summer Quarter

Before opening the quarter's Study Book and Teacher's Guide sit down, close your eyes, and imagine yourself in the summer quarter. Get the feel of it. July, August, September. Weather hot in most sections of the country. Everywhere summer beauty enticing the attention. Vacation time. Public school "out."

July, August, September. Some regular members of your class away. Those attending not interested in anything academic. Informality, always a means to unlocking the door to the teen-ager's mind, now the master key.

Does summertime mean the senior class must degenerate into an innocuous social gathering? Not at all. The atmosphere should tingle with the significance of each session. Let teacher and class members feel it. The Holy Spirit is at work, nourishing the Christian growth of those gathered around the Word. "For where two or three are gathered in my name, there am I in the midst of them," Jesus said. Do not forget that, teacher! This quarter's work is a means whereby you and any seniors you gather around you can grow in *fellowship with God, the Father, Son, and Holy Spirit; in an understanding and personal acceptance of the Christian faith; and in the expression of this faith in Christian living.*

The Meeting Place

It would be well to re-examine the physical arrangement of your place of meeting. Perhaps there is some spot in the church, parish

house, or grounds to which you can make an advantageous move. Look around. Discuss it with your superintendent.

Give attention to the seating arrangement. Seat yourself and your class in a circle or in the most informal fashion possible. Avoid the traditional rows. Every row is a needless obstacle for you to hurdle. If your class is small enough, seat the members around one or more tables, conference style, to give your students a place for their Bibles and other material. If your class is large try to get tablet arm chairs or have lapboards made from plywood or prestwood. With seniors this table space is not so important, particularly in the summer. They will be so busy in discussion there will be little time for writing. Necessary jottings can be written on small cards supported on their Bibles.

The important point in the physical arrangement with seniors is that you identify yourself with the students. You are not a *pitcher* pouring the lesson content into *rows of cups*. You are a member of a group of Christians seeking to know God's will. For that reason you are gathered together with Jesus. He will reveal God's will, and nourish teacher and class in Christian growth.

One other suggestion about physical arrangement. Let the sturents spend the entire hour alone with you. They should be apart from the rest of the Sunday school. For their worship in the school an opening prayer and a few minutes worship at the close of the hour is sufficient. The morning service is the proper place for the Sunday school to worship. *The Sunday school is the congregation at study. The church service is the congregation at worship.*

In further preparation for the summer quarter read Milton A. Haker's 32-page booklet *Methods for Workers with Seniors.* It can be secured from the Wartburg Press or the Augustana Book Concern for thirty cents per copy.

How Seniors Learn

Christian Growth Series, Senior I, Fourth Quarter, concerns itself, not with a study about Christian growth, but with the *growth itself.* Our task, therefore, will be to open up channels whereby the Holy Spirit will nourish us, i. e., make us grow. These channels are opened through the learning processes, and are dependent upon basic conditions. Edu-

cators call these conditions the *laws of learning.*

To review these laws of learning I have used the classifications outlined by Ernest M. Ligon in his book, *A Greater Generation.*

The First Law of Learning Exposure

Jesus described this as being "hearers of the Word." It is the first step in learning, but the value of it is slight unless the exposure is followed by obedience to the other laws of learning. Much education does not get beyond this first step, however, and has no permanent value. For example, the teacher of the senior class gives a series of twelve scholarly lectures on the subject, "Christian Growth." The class attends faithfully every week. But there is no discussion, no one takes notes, there is no review, and no examination either oral or written is given. For most of the class, except for a certain amount of inspiration and some admiration for the lecturer, in a few months it will be almost as if the class had never heard the lectures.

The Second Law of Learning Repetition

There are but few basic teachings in the Christian religion. These few are found in the *Senior I, Fourth Quarter.* Throughout the quarter these basic concepts should be reviewed, reapplied and repeated through discussion and other group activities. Keep coming back to these basic concepts week after week. Have them expressed in various ways to make them clearer. Use them constantly. To learn there must be *repetition.*

What are these basic concepts? They are these:

1. *Our physical life and growth is a gift and activity of God.* God created everything and everyone including us. He is constantly creating new life and nourishing existing life. We do not create life. We only receive its benefits. Physical life and growth, therefore, is by the *grace* of God. We have not earned it, it is God's gift.

But this gift of physical life and growth thrusts responsibility upon us, for it is given to us to manage for God, not to exploit for our own selfish purposes. And God, the owner of life, will himself be the steward for the Christian who in thankfulness for the gift will let himself be the instrument of stewardship in his Father's hands.

2. *There is another kind of life*

and growth which we call spiritual life and growth. This is also entirely the result of God's grace. It is a gift He gives us, not because we have lived up to certain moral codes or fulfilled specified spiritual exercises or because we have inside information. It is a gift He gives us because He loves us, just like Christ loved those who crucified Him; not because we are the kind of beings who call forth such love, but because He is the one kind of being who loves because it is His nature to love; He is love.

We repeat, this spiritual life and growth is given to us by the grace of God. And it is this grace, this gift of spiritual life, about which the New Testament is concerned. Nor does the New Testament leave anything about it to chance. It speaks very specifically. For example, see the first ten chapters of Paul's Letter to the Romans.

What happens when this spiritual life is given to us and when it grows in us?

We become sensitive to the fact that our relationship with God is not one of harmony and fellowship. We are not branches which are abiding in the vine. We are apart from Him. We are so very wrong inside. We are so very unholy. And He is so right, and so holy. And as He looks down at us His love is fulfilling the commandments. He is a law convicting us of what we really are. *This is conviction of sin.*

We want to be different. No longer satisfied to live independently from God, we want to live in harmony with Him. We want fellowship with Him. Our apartness from Him no longer seems like freedom. We have now seen it in its true light, the vilest kind of slavery. We want to change, though we recognize we are powerless to do so. We want to be saved. *This is repentance.*

We make a clean breast of things. We make it to God, against whom we now know we have sinned. "Against thee and thee only have I sinned, and done this evil in thy sight." There is a load we have been carrying which is crushing us. We want to be free from it. And, as we speak to God, *we confess our sins.*

We know we are forgiven. Jesus' birth, life, death, and resurrection is no longer a detached fact of history. It is something which we ourselves now own. God came to earth, lived, suffered, died, and arose for us, for me. He did it to convict me of my sins,

to make me repentant, to bring me to my knees in confession, and to give me the assurance of forgiveness that I might be freed "from the accursed load."

We have new life in Christ. God in Christ is active in convicting us of our sins, making us repentant, causing us to confess, and giving us the assurance of forgiveness. In all this He has been changing the point of reference from ourselves to Him. The freedom we thought was ours in independence was slavery. The new dependence upon Him we learn is in reality freedom.

And in this new life *God works in us* both to want and to do His will. "Work out your own salvation with fear and trembling; for God is at work in you, both to will and to work for his good pleasure." (Phil. 2:12.) Here is new life in Christ because Christ is working in us. God has not made us new persons so we can become independent moral persons and do good things. We are moral and do good things because the Lord who has made us *new* is continuing His work in us. He is doing this here, now, in this world. The new life received first in baptism may be ours eternally if we let Him continue to work in us.

The Third Law of Learning
Understanding

Some say that these concepts, this way of salvation, cannot be understood by children younger than senior age. This may or may not be true. If true, how doubly precious these summer hours with the seniors! Certain it is that understanding is necessary to learning and Christian growth. Christian growth is helped by the deepening and widening, understanding, of the way of salvation.

The teacher frequently must test through discussion the growth in the understanding of the students. Sometimes a student can express a concept in words intelligible to one or more comrades, something which the teacher may have had difficulty in doing. The wise teacher welcomes and encourages such help. Let the students express themselves. This gives you a chance to test their understanding, and gives them the opportunity to help you teach the lesson.

The Fourth Law of Learning
Conviction

"This is the truth! I believe! I *am* a sinner. Jesus is my Saviour. There is victorious life in Him. And that is the life for me."

High school students may not express it quite like that, but the

conviction of it must be there if there is to be Christian growth. High school youth may be sceptical. It may be difficult for them to see the new life in Christ as something of greater happiness than the secular attraction called *fun*. But personal faith on the part of the teacher, patience, and skill will help them. Conviction they must have if they are to grow in fellowship with God, in Christian faith, and in Christian living.

The Fifth Law of Learning Application

Jesus calls this law being "doers of the word." The application in the Christian life and growth is the application to ourselves of the work of Christ in us. We cease resisting the Holy Spirit and surrender. And Christ works in us the conviction of sin, repentance, confession, assurance of forgiveness, and the new way of life. In this application we let go and let God take over. Unless this last requirement has been fulfilled there is no learning, no Christian growth.

Using the Lessons as an Outline for a Topical Bible Study

Now, make your plans for the quarter. Notice that the quarter is divided into four units: A. The Source of Growth. B. Some Factors in Growth. C. Some Obstacles to Growth. D. The Christian's Goals of Growth.

At the first session you might preview the quarter's work. If your classroom has a blackboard put on it the outline of "What to Look for in This Quarter," page 3 in the Study Book. Or write it on a large piece of paper. Do this before distributing the books. Ask the class some questions about each part of the outline. For example: "What do you think is man's part in growth? God's part?" Under Unit B. "How do you think the soil is prepared? What constitutes good environment? What are some of life's unplanned experiences?" etc., etc.

This preview can be brief. But it is an important initial exposure to the whole sweep of the quarter's work, gives the students the feel of its motion and progress, and whets their appetite for what is to come.

How shall the lessons be taught? Shall they be on the basis of supervised study? Shall the students have both study books and Bible before them? My suggestion is to keep the class procedure as simple and informal as possible. Let the initial preparation for a

lesson be the responsibility of the teacher. If the student can be motivated to take notes and write the answers to the questions in his study book, excellent! But the class period should be a group experience, *a group Bible study*.

For example, in Unit A, Lesson 1: Let the teacher briefly tell the story of the Albert family, keeping in mind that this is an introduction to a session which has as its objective the desire to lead the seniors to *an awareness of growth*.

Physical Growth

Seniors are quite aware of physical growth. They are experiencing it in their bodies and in their minds. They know something about the laws of growth from their studies in public school. But it is not so certain they connect growth with God as the source of growth. So you ask them to turn to Matthew 6:28-29 as the lesson suggests. Someone reads aloud the familiar passage. Then let all read the passage silently, considering the questions on page 6 of the Study Book: "Consider that the growth of the lilies was

1. Spontaneous. Why?
2. Ordered. How?
3. An example. What did Jesus teach by it?"

Ask each question separately, so that there are three readings of the text, one for each question, the law of repetition. The answers should follow along the lines of the answers on page 10 of the Teacher's Guide. But let the students express the thoughts in their own language. And give them time to think.

Next the lesson deals with the *Rate of Growth*. The class turns to Mark 4:26-28, and again the questions are asked (page 6 of the Study Book). A second opportunity arises for interchange of ideas between members of the class, i. e., discussion. The class moves naturally to Luke 2:51-52 and the same pattern of reading, thought, and discussion is followed. Here the suggestion is made to recall Jesus' environment and the effect on His growth. The Teacher's Guide suggests lines of thought. One thought not mentioned should be indicated by the class: Jesus' growth in the understanding of man, his hopes, his sin, his inability to save himself, his possibilities, etc.

Spiritual Growth

At this point a transition is made from the physical growth to the spiritual growth and the teacher, in his own words, states the thoughts of the paragraphs on

page 8 of the Study Book. The class reads, meditates and discusses John 4:5-15, 35-38. And here the class comes to the conclusion that spiritual life and growth, like physical growth, is a gift of God. The teacher would do well to have the class recall Luther's explanation to the Third Article of the Creed.

Now distribute the books, summarize the lesson, help the students formulate and jot down answers to questions, and suggest the memorization of the memory verses. Seniors, like all of us, get great satisfaction from knowing Bible verses by heart. Help them build up their treasure during the summer quarter. Close the session's study with a glance at the next Sunday's lesson.

Continue in This Pattern

The next Sunday review Lesson 1. Then begin Lesson 2. I think the same general method can be used to advantage throughout the quarter. Where special projects are suggested, or where you or the class feels the need for special treatment, proceed accordingly. But the opportunity this quarter gives for guided discussion should not be missed. And the opportunity guided discussion gives you to apply the laws of learning to the few basic concepts treated in the quarter should be used to open channels for the Holy Spirit to do His work.

Hints on Studying the Bible

By R. A. VOGELEY

(Continued from May issue)

Session VII

WE have been studying the Bible using the Laws of Proportion and Relationship. I want to repeat them once again. The Law of Relationship: "Everything written or spoken sustains some specific relation to something else. It may be by contrast, comparison, repetition, cause and effect, means to an end, or the like." We have shown the importance of certain words as guides for understanding the Bible. We must study the Bible in the light of context of the section we are studying and as related to its great truths.

We also want to study using the Law of Proportion: "An

author reveals his point of view in what he has written by his comparative emphasis or omission of certain factors which develop a thought. That is in point of time, place, persons, ideas, and the like." God is still revealing His will to us through His Word.

Have you been noting the character of God as revealed in the Bible? Have you wondered at His patience with the people then and with us now? Was He the one who gave Samuel the command "destroy everything"? We need to have a complete picture of God who is a just God, a patient God, the One who gives us the Saviour and who is also a righteous judge.

God's Prophets

God worked through priests for many years. We read something about their work in the Book of Leviticus. God also worked through prophets. We will see more about the work of a prophet in today's study. God also worked through kings to whom He gave new hearts. We know that God has worked through His own Son who is our prophet, priest, and king. But today we want to study more about David. When did Nathan come to David?

Are you sometimes shocked to read some of the things that are recorded in the Bible. The Bible tells us the truth about life as it was lived. It tells us the truth about life as it is lived even with two thousand years of Christian history and tradition which has changed life today from what it was in the days of David.

What had happened to David's kingdom? You will notice how there was a gradual progress throughout the first ten chapters of 2 Samuel. Finally David became king over Israel. You will notice his dependence upon God. Then he sinned. How did Nathan bring it to David's attention? What is the work of a true prophet of God? See verse 7. What is the significance of the word "wherefore" in verse 9, and "therefore" in verse 10? Is this fulfilled in the remaining chapters of 2 Samuel. Why was David forgiven? Why did the Lord "put away" his sin? Do Psalms 32 and 51 have greater meaning for you in the light of this background?

Book of Kings

The story of the children of Israel is continued in the Book of Kings. There we have the story of David's successor, how Solomon prayed for an understanding heart, how he helped build the Temple and the story of the rest of his life,

leading up to his fall as recorded in Chapter 11. How does that compare with the story of David, his father?

Do you feel by this time that you have used the laws of Bible study sufficiently so that you can continue, with guidance from your pastor, a more detailed study of the Old Testament? Do you know why the kingdom was divided and how it was divided? What happened to the Northern Kingdom? What happened to the Southern Kingdom? Do you know the reason for the exile and the return? It is all in the Old Testament. Read how God worked with His people and planned for their salvation, preparing for the fulfillment of His plan in Christ Jesus. Study His Word. Encourage and help others to study the Bible.

Teachers of Adults

From page 4

a problem in living and then refer to the Scriptures to ascertain what God has to say about it. Though the approach is reversed the Bible nevertheless plays a large part in the study.

Since the topics control the choice of the Scripture, these choices will be made from wherever they happen to be in the Bible. Viewed from the lesson text these lessons give the appearance of jumping about in the Bible. The unity of the series is found in the topics, not in the location of the study texts. And the topics will be found to follow one another in very close and logical order. Since these lessons are dealing with *Christian* living the Scripture texts are chosen almost exclusively from the New Testament.

This change in approach and subject matter is intended to serve the additional purpose of arousing new interest in teaching and learning. This change, when properly understood, ought to be most welcome to both teacher and class.

Subject Matter

The area in Christian living which is to be the subject of study in this quarter is the area of *human relations.* Man is first of all an individual. But man is not meant to live unto himself. He is a social creature. He lives the most of his life in relation to someone else. These lessons mean to trace out the more important of these human relations and to discover the difference being a Christian should make.

Related lessons are grouped in

units. The first unit will study the basic Christian principle that every individual of society has an inherent worth and rights which dare not be infringed upon by human society. From that point on the individual will be followed into his family life, into his neighborhood and social life, into his economic relations, his relations to the state, with other races, to the church at home and abroad, and to his world at large.

Every member of our class is vitally concerned in every one of these important human relations. In most instances he is both on the giving and the receiving, the serving and the being served end. He wants to know in each instance what is rightfully expected of him as a contributor and what he has a right to expect to receive. As a Christian he will also want to know what difference that makes as he gives or receives.

Furthermore the present state of the individual, society, the church and the world makes these lessons most timely. The decline in public morals which our fathers had framed very largely on Christian morality is confronting especially our Christian people with many new and aggravated problems. Never did Christians stand in greater need of reorientation to current living. What is the Christian thing to do? must increasingly become the Christian's concern. Here these lessons should give him Christian guidance and motivation.

These are highly necessary lessons. They deserve diligent study. They are a challenge to both the teacher and the class to make them as fruitful as possible. They promise a rich reward to the diligent.

Some Suggestions

Have you been mostly lecturing to your class? Since these are topical lessons and very closely related to the everyday life of your class, why not plan to draw them into the discussion as far as possible? Chances are that in some instances certain members of your class know more about the subject under discussion than the teacher does. Why not capitalize on their knowledge?

It requires some measure of preparation to discuss a subject intelligently. Encourage the entire class to study the lesson in advance. Assign certain individuals the task of searching out certain aspects of the subject. See to it that your class session is an ordered discussion that leads to a generally accepted conclusion. You

must keep it on the track and headed in the desired direction. You must keep the discussion from degenerating into a mere expression of opinions or a personal debate. Good discussion will add great interest to your class session. Those who participate in the discussion will carry away with them far more than if they were mere listeners.

If you have not been making use of the Home Daily Bible Readings and the larger Scripture basis, this is a good time for you and your class to begin. They can be used in one of two ways. Usually there will be little time for them in the class session. But they will make most profitable and informative reading on the part of the class members during the week. They are all closely related to the lesson and therefore will make an additional contribution to the study of each lesson. They may be read with profit during the week preceding the lesson on Sunday. Many are now of the opinion that they will be read with even greater profit and appreciation during the week following the Sunday discussion, because of the greater familiarity with the lesson subject. By all means use them. They are too valuable to be left unused in connection with such a practical series of lessons. Their use will also encourage prayer concerning the matter. And how much our people need to pray more about their very real life problems!

And what are you going to do about getting the very important things you will talk about on Sunday into the everyday life of the members of your class? In connection with each lesson you ought to think of some very practical ways in which your class members can put to practice what they have been talking about. Encourage them to make the attempt. Why talk about it if we are going to do nothing about it?

Copies of the *Visual Aid Helps for the First Quarter, Primary II, Junior II, and Intermediate II,* compiled by Berniece Sward, are available at no charge. Mail your request to

Board of Parish Education,
2445 Park Avenue, Minneapolis 4, Minn.